

# Department of Educational Leadership Studies

## Statement of Evidences for Promotion and Tenure

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### **The Mission of the Department of Educational Leadership Studies:**

To engage in teaching, research and service that promotes and contributes to improving the quality of education and educational leadership in the Commonwealth, the nation, and the world.

### **Changes in the Field of Educational Leadership:**

Recent changes in our field reflect fundamental shifts taking place in P20 education. Learner-centered schools are reconfiguring how they are organized, lead and governed, with greater emphasis on engaging teachers, parents and community citizens; integrating information technology; and conducting and using research evidence to improve practice. These emerging circumstances have framed the call for fundamentally altering: a) how university-based programs prepare the next generation of education leaders; b) the characteristics and expectations of educational leadership faculty; and c) the research efforts to focus on shared knowledge building and application to practice. These compelling circumstances provide a template for refining criteria that ground promotion and tenure decisions for faculty in the Department of Educational Leadership Studies.

### **Statement of EDL Core Values:**

EDL faculty members engage collaboratively in achieving the Department's mission and goals for excellence in leadership development and practice. The Department is committed to attracting and retaining faculty members who have backgrounds that are academically diverse and demonstrate the potential for achieving promotion and tenure. The Department is likewise equally committed to developing the talents of its members and providing mentoring and support as they work toward promotion and tenure. Such action and commitment will sustain an environment that supports academic freedom; provides opportunities for faculty growth and development of excellence in teaching, scholarship, and service. Thus, it is anticipated that individuals who submit a dossier for promotion and tenure will have a strong, consistent record of teaching excellence, a sustained and focused scholarship record, and evidence of meaningful professional service. Application of these central values will be flexible and sensitive in recognition of differences in academic areas of expertise within our field, a range of instructional and learning venues, and multiple and diverse ways of providing service to the profession and the University.

The award of promotion and tenure recognizes that EDL faculty members have reached an important milestone in their professional careers and are ready to assume greater leadership roles in the Department, the College, the University, and their professional areas

of specialization. Promotion and tenure carries with it mutual obligations: The Department is committed to supporting faculty members' work throughout their careers, and faculty members promise to continue to grow as educators, scholars, and service providers to the College, the University, and the profession. These mutually beneficial commitments create an environment in which individuals may develop as faculty members and move in rank from assistant to associate and from associate to professor as well as enhance the Department's pursuit of national prominence.

The following guidelines reflect the Department's affirming of rigorous standards for promotion and tenure while ensuring continuing relevance and legitimacy in the field. Thus, the guidelines represent diverse types of evidence that are considered in an EDL promotion and tenure review.

## **Research and Scholarship:**

### **A. Promotion from Assistant Professor to Associate Professor**

1. A body of related scholarly articles published in blind peer-reviewed journals in the candidate's field of study (e.g., Educational Leadership, Policy and Politics, Law, Early Childhood Education, P20 Education, Information, Technology). Quality of a journal is based on evidence including, but not limited to, blind peer-review processes, impact of the journal, acceptance rate, distribution (i.e., frequency of issue, copies per issue), prominence in the field, sponsorship by a major professional organization, or inclusion in national and international indices (e.g., Social Sciences Citation Index [SSCI], International Social Sciences Citation Index [ISSCI], British Education Index [BEI]). Because journal requirements may differ across faculty's fields of study, requirements including format, length of article, and style will be acknowledged. Articles published in paper or electronic formats are equally acceptable as publications in nationally prominent professional association journals (i.e., practitioner), such as the *NASSP Bulletin* sponsored by the National Association of Secondary School Principals and *Phi Delta Kappan* by the Association for Supervision and Curriculum Development, which disseminate relevant research findings for improving practice. While this publication venue is valued, candidates are advised to seek an appropriate balance in their P&T dossiers. It is expected that:
  - a. A significant proportion of these peer reviewed journal articles will be empirically-based studies (qualitative, quantitative, mixed method and other research designs), literature reviews, or conceptual articles.
  - b. The trajectory of publications provides evidence for continued productivity. That is, there is a record of relatively consistent or increasing publication over time.
2. Research paper presentations at professional conferences that use blind peer-review processes are an integral part of disseminating research findings. Papers presented at

conferences at the national and regional levels are highly valued (e.g., American Educational Research Association [AERA], University Council for Educational Administration [UCEA], American Educational Finance Association [AEFA], American Political Science Association [APSA], National Council of Professors of Educational Administration [NCPEA], National Division of Early Childhood [DEC], National Alliance of Black School Educators [NABSE], National Association for the Education of Young Children [NAEYC], Educational Law Association [ELA]). Given heightened national and state level expectations for data informed decision making and using research findings to improve current education policy and practice, non-peer reviewed papers presented at state conferences will be given appropriate consideration.

3. Additional evidence of research excellence could, *but need not necessarily*, include interdisciplinary research, serving as Principal Investigator on externally funded grants or grant submissions, books (i.e., authored, co-authored, edited) and book chapters (i.e., invited, peer-reviewed handbooks, and peer-reviewed conference proceedings of national and international associations). Due consideration will be given for preparation of “white papers” and reports that disseminate findings from national and state-level research studies as well as the use electronic media (e.g., websites, blogs) for enhancing dissemination of research-based findings, new professional knowledge, and critique or implementation of new policies or promising practices. Collaboration on preparing and securing external grants is valued; the faculty member is expected to describe her or his role in preparing grant proposals or working on a funded grant, contract or subcontract as Principal Investigator (PI), Co-Principal Investigator (Co-PI), senior researcher, or such.

## **B. Promotion from Associate Professor to Full Professor**

1. A body of related scholarly articles published in blind peer-reviewed journals in the candidate’s field of study (e.g., Educational Leadership, Policy and Politics, Law, Early Childhood Education, P20 Education, Information, Technology). Quality of a journal is based on evidence including, but not limited to, blind peer-review processes, impact of the journal, acceptance rate, distribution (i.e., frequency of issue, copies per issue), prominence in the field, sponsorship by a major professional organization, or inclusion in national and international indices (e.g., Social Sciences Citation Index [SSCI], International Social Sciences Citation Index [ISSCI], British Education Index [BEI]). Because journal requirements may differ across faculty’s fields of study, requirements including format, length of article, and style will be acknowledged. Articles published in paper or electronic formats are equally acceptable as publications in nationally prominent professional association journals (i.e. practitioner), such as the *NASSP Bulletin* sponsored by the National Association of Secondary School Principals and *Phi Delta Kappan* by the Association for Supervision and Curriculum Development, which disseminate relevant research findings for improving practice. While this publication venue is valued, candidates are advised to seek an appropriate balance in their P&T dossiers. It is expected that:

- a. A significant proportion of these peer reviewed journal articles will be empirically-based studies (qualitative, quantitative, mixed method and other research designs), literature reviews, or conceptual articles.
- b. The trajectory of publications provides evidence of productivity and a record of substantive and increasingly focused scholarly work over time.
- c. Experts in the faculty's field of study judge the body of published scholarly work to have made significant contributions to the field.

2. Research paper presentations at professional conferences that use blind peer-review processes are an integral part of disseminating research findings. Papers presented at conferences at the national and regional levels are highly valued (e.g. American Educational Research Association [AERA], University Council for Educational Administration [UCEA], American Educational Finance Association [AEFA], American Political Science Association [APSA], National Council of Professors of Educational Administration [NCPEA], National Division of Early Childhood [DEC], National Alliance of Black School Educators [NABSE], National Association for the Education of Young Children [NAEYC], Educational Law Association [ELA]. Given heightened national and state level expectations for data informed decision making and using research findings to improve current education policy and practice, non-peer reviewed papers presented at state conferences will be given appropriate consideration.

3. In most cases, candidates who work in a fundable area will show evidence of having sought and received external funding for their research. Collaboration on preparing and securing external grants is valued, and the faculty member is expected to describe her or his role in preparing or working on a funded grant, contract or subcontract as Principal Investigator (PI), Co-Principal Investigator (Co-PI), senior researcher, or such.

4. Additional evidence of research excellence could, *but need not necessarily*, include interdisciplinary research, serving as Principal Investigator on externally funded grants or grant submissions, books (authored, co-authored, and edited) and book chapters (invited, peer reviewed, handbooks, and conference proceedings of national and international associations), published literature reviews. Due consideration will be given for preparation of "white papers" and reports that disseminate findings from national and state-level research studies as well as the use electronic media (e.g., websites and blogs) for enhancing dissemination of research-based, professional knowledge and improving policy and practice.

## **Teaching and Advising:**

### **A. Promotion from Assistant to Associate**

1. Excellence in teaching is a fundamental expectation evidenced by syllabi containing clear expectations for students, appropriate readings and relevant assignments, and mastery of distance technology and student-learning venues.

2. Participation in periodic EDL program reviews and development of new courses and programs.
3. Responsiveness to student feedback and peers evidenced by modifications to courses and instructional delivery formats over time, attendance at teaching-related workshops, or other professional development activities designed to improve teaching effectiveness.
4. Development and implementation of effective teaching strategies in direct as well as on-line, hybrid or other distance learning formats.
5. "Student Evaluations of Teaching" that are at or above the College of Education (COE) mean scores.
6. Written peer evaluations of teaching may also be considered.
7. Service on graduate degree and certification committees where applicable, advising students and participating in portfolio reviews.

#### **B. Promotion from Associate to Full**

1. In addition to providing evidence for items 1-7, above it is expected that the faculty member will demonstrate effective mentoring of doctoral students. Evidence may include the number of advisees, number of successful dissertations chaired, students' completion rate (i.e., time to degree), dissertation honors awarded, mentoring students in preparing journal articles and peer-reviewed papers presented at national professional associations (e.g., AERA, UCEA, AEFA, APSA, NCPEA, NABSE, NAEYC, ELA.) as well as state and regional conferences.

#### **Service:**

##### **A. Promotion from Assistant to Associate**

1. Active participation as a member of national professional organizations such as the American Educational Research Association (AERA), University Council for Educational Administration (UCEA), American Educational Finance Association (AEFA), American Political Science Association (APSA), National Alliance of Black School Educators, National Division for Early Childhood (DEC), National Association for the Education of Young Children (NAEYC), National Council of Professors of Educational Administration (NCPEA), Educational Law Association (ELA), or other appropriate professional associations.
2. Serving national, regional, or state and professional organizations as a committee person or officer, where appropriate.
3. Serving on University of Kentucky, College of Education, and EDL committees

5. Engaging the community i.e., service to schools, community organizations via research, workshops, Advisory or Executive Board membership, presentations, professional development, etc.

6. Additional evidence of excellence in service could, *but need not necessarily*, include serving as a peer reviewer for national professional association conference papers, reviewing and editorial work for journals or establishing collaborative projects.

## **B. Promotion from Associate to Full**

1. In addition to providing evidence for items 1-6 above, it is expected that the candidate will assumed leadership position(s) within the Department, College, or University;

2. Become more visible on the national level as evidenced by such things as service to their national professional organization(s), serving on editorial boards and reviewing manuscripts for prominent peer reviewed journals, serving as invited book manuscript reviewer for publishers, and making invited presentations and keynote speeches at state, regional, national and international conferences.

3. Participating as a grant reviewer at the national or state level (e.g., Institute of Educational Sciences, etc.)